

Critical Thinking and Writing

ENGL 2

Fall 2025 Sections 82, 84 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

Office hours Tuesday and Thursday 1-2 and by appointment on Zoom

Contact Information

It's ok to text me @ 650-269-1288, but please keep it between 9 am and 5 pm--

Email through Canvas or @ sherri.harvey@sjsu.edu

Course Information

Here is general information about the course:

English 2 is a writing course that explores argumentation and analysis through the study of literary, rhetorical, and professional texts. You will develop the habits of mind required to analyze texts and write persuasively from and about them. You will practice prewriting, organizing, composing, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes. This class will require group work, and by the end of it, you will also be able to add "digitally savvy" to your resume.

Upon successful completion of the course, you will be able to:

1. recognize how significant works illuminate enduring human concerns.
2. respond to such works by writing both research-based critical analyses and personal responses.
3. write clearly and effectively.
4. work collaboratively in a group
5. use the internet to post your work through an Adobe Express Web page, and use the information you see every day to evaluate validity and credibility
6. USE YOUR VOICE
7. Also, please note: as a general rule, I do not accept late work. Please see the below policy for emergencies. If you contact me before the due date, we can discuss your options.
8. When you send me an email or a text, please provide enough context for me to understand your question: name, class name, and issue you are referring to would help. Please also text during business hours only.

9. Sign up here and use Adobe Express and [Creative Cloud](https://www.sjsu.edu/adobe/creative-cloud/access/)[Links to an external site.](#) (<https://www.sjsu.edu/adobe/creative-cloud/access/>) all semester. (Please create a FREE account with your SJSU email so you'll have access to more tools than the public!)

Asynchronous

Online

In this course, you are not just “doing assignments.” You are building something meaningful—with your mind, your voice, your creativity, and your community. I believe that the most powerful learning happens when we ask real questions, wrestle with ideas, and create things that matter. Whether we’re exploring sustainability, analyzing memes, remixing poetry, or creating digital advocacy campaigns, we’re not just studying arguments—we’re joining conversations that are shaping our world.

We live in a world powered by both digital tools and human connection. That’s why this class is rooted in *both* academic skills and digital literacy—because being a strong writer today also means knowing how to ethically and effectively use tools like Grammarly, ChatGPT, Perusall, and Adobe Express. But even more important than mastering any tool is showing up with curiosity, creativity, and care.

In my classroom (yes, even online or in the field!), your voice matters. Your questions matter. Your willingness to try, to wonder, and to collaborate—that’s where the real magic happens. Participation here isn’t just checking boxes—it’s about contributing to a living, breathing learning environment. I encourage you to challenge ideas, listen deeply, and bring your full self to the table.

This course is designed for co-creation: we’re in this together. You’ll work in cohorts, share feedback, reflect each week, and build toward a final project that lets you showcase what you’ve learned in a way that’s dynamic, visual, and impactful.

Yes, we’ll use technology. Yes, we’ll follow MLA format. But most of all, we’ll explore what it means to think critically, communicate ethically, and advocate for a more just and sustainable future.

I am here to support you—whether you’re feeling confident or unsure, excited or overwhelmed. Reach out any time via Canvas or text during the day. I care about your growth, your ideas, and your success.

I’m thrilled to learn alongside you this semester. Let’s build something meaningful together.

You are encouraged to explore AI in support of **creativity, collaboration, and communication**. Use AI as a **thought partner**—not a shortcut. It can help spark ideas, clarify concepts, and enhance your projects, but cannot replace your voice or process.

You’re here to become a better **critical thinker, writer, and communicator**—that only happens through authentic engagement.

Course Description and Requisites

English 2 is a course that focuses on the relationship between language and logic in composing arguments. Students learn various methods of effective reasoning and appropriate rhetorical strategies to help them invent, demonstrate, and express arguments clearly, logically, and persuasively.

GE Area(s): A3. Critical Thinking and Writing

Prerequisite(s): Completion of GE Area A2 with a grade of "C-" or better.

Note(s): ENGL 2 is not open to students who successfully completed ENGL 1B.

Letter Graded

* Classroom Protocols

ENGL 2

This course is open to all students needing to fulfill GE Area A3 (Critical Thinking). It is not open to students who have successfully completed ENGL 1B.

Prerequisite: ENGL 1A or Stretch English (with a grade of C- or better)

AI Policy

Permitted Uses of AI (with documentation)

- Brainstorm or outline your ideas
- Clarify difficult texts, concepts, or assignments
- Revise or rephrase your writing with your edits
- Support visual, audio, or digital storytelling—your voice must stay central

Important: AI can support your process but **cannot replace** it.

Unacceptable Uses

- Copying and pasting AI content directly into assignments
- Submitting AI work as your own without revision or citation
- Using AI to skip reading, thinking, or reflection
- Failing to disclose AI use

Plagiarism—including undisclosed AI use—is academic dishonesty.

AI & the Final Reflection

Your final reflection must be **personal, specific**, and grounded in **your real experience**.

Red Flags:

- Vague statements like "I've grown so much as a writer..."
- References to non-existent class activities
- Generic metaphors with no course connection

Strong Examples:

- "In my research project on sunscreen and coral reefs, I found..."

- “For the remix project, I turned Joy Harjo’s poem into a letter to the President...”
- “My favorite was the meme analysis web page...”

If You Used AI:

- Include a screenshot of your prompt
- Explain how you used AI
- Describe how you revised the output to reflect your own voice

AI should support your thinking, not replace it.

Still Unsure? Ask First.

If you're not sure whether your AI use is okay—just ask. Questions are welcome.

⚠ Violation Procedure

Offense	What Happens	Grade Impact
1st Violation	Meet with instructor, redo with reflection & documentation	Grade capped at 50%
2nd Violation	Reported to Dean for academic dishonesty	Grade = 0
3rd Violation	Possible course failure and university action	As determined by policy

Course Content

Welcome to Accidental Advocates

Take a Seat at the Table – This course is about learning how to advocate for the health of our planet. Together, we’ll craft arguments related to sustainability, climate change, and the planet’s well-being.

This is a **project-based writing course**, so please keep that in mind as you approach each assignment.

My name is **Sherri Harvey**, and I’ll be your instructor this semester. I am here to support you, guide you, and celebrate your growth as writers, advocates, and critical thinkers.

We are all here to learn from each other, so I ask that you keep a **growth mindset** at the heart of your work this semester. You’ve got this—but success requires consistent effort and engagement. You will be assigned a **cohort** during the first week of class, and you’ll be working with these peers for the rest of the semester. Please be responsive to emails and messages as we begin.

If you have any questions or concerns about the course, you can reach me by email or phone. Please allow up to 24 hours for a response, and remember to include context (your name, class, and assignment reference).

If you run into **technical issues with Canvas**, click “Help” in the left-side menu bar to access guides and resources.

AI as a Thought Partner

In this course, you are encouraged to use **AI tools such as ChatGPT as a collaborative thought partner**. This means using AI to brainstorm, clarify, or question ideas—not to replace your own critical thinking and writing. For example, you may use AI to refine research questions, generate discussion prompts, or explore different perspectives. Whenever AI is used, you must document it transparently (often with a screenshot or short explanation). Think of AI as one more member of your cohort—someone you can “talk to” for ideas but whose contributions must be shaped, edited, and contextualized by you.

I am so happy you are here!

Course Foundations & Goals

By the end of this course, you will strengthen your ability to:

- **Diversity & Equity** – Engage in conversations about race, class, gender, and equity through texts representing a range of perspectives.
 - **Writing** – Develop well-supported, persuasive arguments through drafting, revising, and editing. (Minimum 6,000 words; at least 4,000 in revised form.)
 - **Logic** – Analyze rhetorical and logical structures, identifying evidence, warrants, and common fallacies.
 - **Reading** – Read critically to understand, analyze, and respond to argumentative texts.
 - **Oral Communication** – Present arguments individually and collaboratively with confidence and clarity.
 - **Digital Literacy** – Use platforms like **Adobe Express, Google Docs, and Canvas** to design and share multimodal projects.
 - **Critical Thinking** – Approach sustainability and climate justice with a pro-con mindset, weighing multiple perspectives before forming conclusions.
 - **Collaboration & Communication** – Work effectively in a cohort, learning from and supporting one another throughout the semester.
 - **Creativity** – Express your voice and ideas through digital storytelling, poetry, memes, web pages, and other multimodal projects.
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Final Note: This course is about more than just writing—it’s about **finding your voice, sharpening your thinking, and creating work that matters**.

If you need technical support with Canvas, please click on the word "Help" in the left-side menu bar of your Canvas screen. From there, you will be able to access a list of resources to help you with Canvas. Please check the [Guide on How to get help with Canvas](https://guides.instructure.com/m/8470/l/41954-how-do-i-get-help-with-canvas).
(<https://guides.instructure.com/m/8470/l/41954-how-do-i-get-help-with-canvas>)

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Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, Writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Time Commitment

Success in ENGL 2 is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 2, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Program Policies

First-Year Writing policies are listed at the following website:

<https://www.sjsu.edu/english/frosh/program-policies.php>
(<https://www.sjsu.edu/english/frosh/program-policies.php>).

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

Learning Objectives

English 2 is a writing course that explores argumentation and analysis through the study of literary, rhetorical, and professional texts. You will develop the habits of mind required to analyze texts and write persuasively from and about them. You will practice prewriting, organizing, composing, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes. This class will require group work, and by the end of it, you will also be able to add "digitally savvy" to your resume.

Upon successful completion of the course, you will be able to:

1. recognize how significant works illuminate enduring human concerns.
2. respond to such works by writing both research-based critical analyses and personal responses.
3. write clearly and effectively.
4. work collaboratively in a group
5. use the internet to post your work through an Adobe Express Web page, and use the information you see every day to evaluate validity and credibility
6. USE YOUR VOICE
7. Become digitally literate
8. Become an AI generalist
9. Also, please note: as a general rule, I do not accept late work. Please see the policy below for emergencies. If you contact me before the due date, we can discuss your options.
10. When you send me an email or a text, please provide enough context for me to understand your question: name, class name, and the issue you are referring to would help. Please also text during business hours only.
11. Sign up here and use Adobe Express and [Creative Cloud](https://www.sjsu.edu/adobe/creative-cloud/access/) Links to an external site. (<https://www.sjsu.edu/adobe/creative-cloud/access/>) all semester. (Please create a FREE account with your SJSU email so you'll have access to more tools than the public!)

All homework is due on Sundays, but you have until Monday before it is considered late.

Course Learning Outcomes (CLOs)

GE Area A3: Critical Thinking and Writing

Area A3 courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, A3 courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area A2 (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area A3. Completion of Area A3 with a grade of C- or better is a CSU graduation requirement.

GE Area A3 Learning Outcomes

Upon successful completion of an Area A3 course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

Writing Practice: Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Buy or download THE BOOK!

[All We Can Save](https://www.google.com/books/edition/All_We_Can_Save/91Q0EAAQBAJ?hl=en&gbpv=1&printsec=frontcover) (https://www.google.com/books/edition/All_We_Can_Save/91Q0EAAQBAJ?hl=en&gbpv=1&printsec=frontcover).

PDF

<https://foothillcollege.instructure.com/courses/30503/files/9581871?wrap=1>.

You can buy it on Amazon, at the bookstore, borrow it at the library or listen to it on Audible: Here is the link to the [audiobook](#).

https://www.audiobooks.com/audiobook/438581/?refId=40779&gclid=Cj0KCQjwg_iTBhDrARIsAD3Ib5iXtcBp50if87eLDbBjXG0E30vYcWxWupGvIA4UNjSeVL607_JJIN8aAn80EALw_wcB.

You could also check your local library.

Summary of the book: Provocative and illuminating essays from women at the forefront of the climate movement who are harnessing truth, courage, and solutions to lead humanity forward.

All We Can Save: Truth, Courage, and Solutions for the Climate Crisis

Author: by Ayana Elizabeth Johnson (Editor), Katharine K. Wilkinson (Editor)

Publisher: One World (September 22, 2020)

Edition: any

Grading Information

Letter grades and their corresponding percentages. You need a C- to pass.

- ○ **A+**: 97–100%
- **A**: 93–96%
- **A-**: 90–92%

- B+: 87–89%
- B: 83–86%
- B- 80–82%
- C+: 77–79%
- C: 73–76%
- C- 70–72%
- D+: 67–69%
- D: 65–66%
- D- Below 65%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

ENG 2 Assignment Overview: Chronological Checklist & Point Breakdown

August

- Aug 20 – W1 | *Padlet Introduction: Who are you online?* (25 pts) – **Support**
 - Aug 25 – W1 | *Course Contract* (25 pts) – **Support**
 - Aug 25 – W1 | *Two Big Takeaways* (10 pts) – **Engagement**
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September

- Sep 1 – W2 | *Adobe Express Meme Test Run* (25 pts) – **Support**
- Sep 8 – W3 | *Essay #1 | Diagnostic Essay: Go, Greta or Oh, No, Greta* (100 pts) – **Major Assignment**
- Sep 8 – W3 | *Reading Response #1 | All We Can Save* (50 pts) – **All We Can Save Response**

- Sep 8 – *W3 | Group Launch Pad + Name AI* (25 pts) – **Support**
 - Sep 15 – *W4 | Reading Response #2 | Voice Memo/Podcast* (50 pts) – **All We Can Save Response**
 - Sep 22 – *W5 | Essay #2 | Memes: Exploring Sustainability* (100 pts) – **Major Assignment**
 - Sep 29 – *W6 | Two Big Takeaways from Weeks 2–5* (10 pts) – **Engagement**
 - Sep 29 – *W7 | Reading Response #3 | Creative Remix* (50 pts) – **All We Can Save Response**
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October

- Oct 6 – *W7 | Essay #3 | Poetry + Research: Sideways Light* (100 pts) – **Major Assignment**
 - Oct 8 – *W8 | Midterm Test* (50 pts) – **Support**
 - Oct 13 – *W8 | Creative Reflection on Poetry* (25 pts) – **Support**
 - Oct 20 – *W10 | Two Big Takeaways from W6-9* (10 pts) – **Engagement**
 - Oct 20 – *W11 | Two Big Takeaways from W9-10* (10 pts) – **Engagement**
 - Oct 27 – *W10 | Essay #4 | Research Blueprint: Sustainability in Action* (100 pts) – **Major Assignment**
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November

- Nov 10 – *W12 | Reading Response #5 | Persist, Feel, Nourish* (50 pts) – **All We Can Save Response**
 - Nov 17 – *W13 | Two Big Takeaways from W10-12* (10 pts) – **Engagement**
 - Nov 24 – *W13 | Essay #5 | Final Adobe Express Research Project* (100 pts) – **Major Assignment**
 - Nov 24 – *W14 | Discussion: Revised Professional Bio* (25 pts) – **Support**
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December

- Dec 1 – *W15 | Post-Project Reflection on Collaboration and Composition* (25 pts) – **Support**
 - Dec 8 – *Final Exam | Self-Reflection Essay* (50 pts) – **Support**
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Total Points

- Major Assignments: 500 pts
- All We Can Save Responses: 250 pts
- Support Assignments: 250 pts
- Engagement (Two Big Takeaways): 100 pts

Total: 1,100 Points

Let this serve as your roadmap. Stay curious, stay collaborative, and keep creating.